

Loreto Grammar School

Sixth Form



Parent Handbook

2026 – 2028

No half measures – no half women

Welcome from Mrs Jane Beever M.A. Headteacher

It was wonderful to welcome you to our Year 12 Curriculum Evening and hope that you enjoyed your visit.

We provide an outstanding curriculum. Post 16 we offer a choice of almost thirty A Levels and year on year, our results rank highly against national levels.

As a Catholic school, what is it that makes us so distinct? I would sum it up as follows: We are also about providing our girls with a set of educational experiences that help you as a parent shape their values, their attitudes, their faith and their sacramental life. We are about participating in the creative work of God as He seeks to bring to fruition in each girl the woman He has in mind for her to be.

It is, in the words of the poet William Butler Yeats more *"to light fires than to fill buckets"*.

Above all, we seek to nurture young Catholic women who will take leadership roles in our local, national and indeed global society, women who will be, in the words of Mary Ward "seekers of truth and doers of justice".

With regards

A handwritten signature in blue ink that reads "Jane Beever". The signature is written in a cursive style with a long, sweeping flourish at the end.

Mrs J Beever
Headteacher

WHO'S WHO

Headteacher:	Mrs Jane Beever MA
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Chair of Governors:	Mr J Lister
Deputy Headteacher	Mrs N Walker
Assistant Headteachers	Ms H Greene Mr T Newman Mrs A Stokes
Director of Sixth Form	Mr T Newman
Assistant Directors	Miss E Craddock (Year 12) Mr G Feely MA (Year 13 and Oxbridge Lead)
UCAS Lead and Early Entry Medics	Dr G Schofield
EPQ Co-ordinator	Dr L Wilson
Sixth Form Administrator	Mrs C Sumner

OUR MISSION STATEMENT

**I am the Way
the Truth
and
The Life**

(Jesus Christ)

At Loreto Grammar School Altrincham, students, staff, parents and governors form a Catholic community. We aspire to create a caring, structured environment in which teaching and learning and the experience of school

- are characterised by joyful and loving service to others
- challenge each of us to realise our full potential in a spirit of joy and creativity
- encourage the pursuit of excellence
- uphold honesty, justice and mutual respect
- enable us to be questioning, independent learners and “seekers of truth”
- prepare each of us to meet with confidence the challenges of a changing world
- improve and enrich the life of the wider community and enable us to be an example of Christian values in the world as witnesses to God’s Living Kingdom

Our values are centred in God, rooted in gospel values and derive from the vision of Mary Ward.

Love and speak the truth at all times

(Mary Ward)

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**LORETO GRAMMAR SCHOOL
ALTRINCHAM**

SIXTH FORM PARENT HANDBOOK

A partnership for success: students, parents/carers, teachers

Our aims for your daughter's happiness and success while in Sixth Form at Loreto are rooted firmly in the beliefs of our Mission Statement.

As your daughter embarks on the adventure of Sixth Form and reaches out to the world beyond school, we hope that, in partnership with you, school can be a place which:

- Allows each student to flourish and achieve her individual academic best in a safe, secure but challenging single-sex environment
- Promotes learning as enjoyable, stimulating and fulfilling and so promotes study habits which will foster life-long, independent learning
- Develops the whole person, promoting personal skills and self-confidence by providing enrichment opportunities, opportunities for spiritual growth and a chance to exercise real responsibility in the running of the school and relations with younger pupils
- Encourages supportive and tolerant relations with others in a spirit of Christian love, acceptance, dignity and respect
- Celebrates the virtues of enthusiasm and wholehearted commitment in making the most of all aspects of the life with which we have been blessed
- Produces women ready to perform whatever role in the wider world they are drawn to play so that they will indeed "make a difference" and leave the world a better place for their having been in it

ACADEMIC PROVISION

Loreto offers an exceptionally wide range of A Level subjects. Our provision of some 26 subjects makes us the lead school in Trafford in terms of post-16 choice of subjects. You will see from the Sixth Form Prospectus that we offer both minority traditional subjects such as Latin, newer subjects such as the Social Sciences, subjects which students can take up at A Level without previous experience of the content, such as Classical Civilisation, as well as a wide and varied provision in the Creative Arts, Humanities, Modern Foreign Languages and Sciences. This ensures that the opportunity for both breadth and academic specialisation are in place to cater for individual student needs. In addition, all students follow an Aletheia course (formerly known as General RE) in Years 12 & 13 and have timetables weekly 'Enrichment' options.

Academic Support

We aim to provide a positive, encouraging, and caring network which supports the whole student as an acknowledgement of the fact that student welfare must support the whole person and provide guidance for the student as an individual whose needs are unique. The strength of our system at Loreto is that we offer a multi-focused approach so that students will find it easy to consult with someone with whom they feel comfortable: Form Tutors, Subject Teachers and Subject Leaders, the Year Co-ordinator, and senior members of staff. Target-setting and review sessions take place at appropriate times during the year and support sessions on a one-to-one basis are offered by the Year Co-ordinator and his team. Structured timetables of school study are negotiated with those who find the organisation of their day a problem and a friendly, practical support system runs in tandem with this.

Please see below the section from our student handbook that gives students direction in how to use time outside of lessons:

Studying at A Level

Your A Levels will challenge you in several ways and a significant factor in your success will be to develop the right approach to your use of time outside lessons; at home and during study periods. There will be a period of transition whilst you adapt to this and we will support you in your development of these skills, **but ultimately it will be up to you to take on board the advice given and act upon it.**

On the first full day you were introduced to some key basic study skills and approaches to study that will be central to success. There will also be a booklet to accompany this introduction that you ought to refer back to and familiarise yourself with so that you are thinking about which techniques/approaches are going to work for you. This may take a little time to refine, but it must be a priority to do so – your success at A Level is dependent upon it.

Successful studying in Years 12 and 13 is not just dependent on development of skills but also attitudes and approaches that will enable you to overcome the inevitable challenges. We will be following the VESPA model to support you in this. VESPA is model based on five core principles:

V – Vision – developing a vision for what you want to achieve

E – Effort – the number of proactive independent hours of study you are willing to do

S – Systems – the level to which you organise your learning resources

P – Practice – the level to which you commit to practicing and developing your skills

A – Attitude – the way you respond constructively to setbacks

Alongside this, your teachers in each of your subjects will help you to understand how best to work outside of lessons, including how to study beyond your homework. We would strongly recommend a minimum of 14 hours of independent study each week in addition to your study periods and it is essential that you allocate these across your subjects so you can maintain progress in all of them, as ultimately, your next steps will depend upon you being successful across the board.

If you are in difficulty with a subject the first person to speak to is your subject teacher. They have the expertise to help and are willing to do so, provided you are willing to speak to them. If you would like help beyond the lesson and would like to extend yourself (which I hope everyone will), then go to the drop-in sessions run by your subject teachers. **Please be aware that if your teachers ask you to go to drop-ins then you must take it upon yourself to go.**

You will have a number of study periods, with most students having 22. If you use these effectively, you will build a strong platform for success. You must plan for how you will use these most effectively. **We do not run supervised study in Year 12 or Year 13 at Loreto but if you choose to use your study periods in the Common Room not engaged proactively, you will be choosing a lower A Level grade at the end of the course.** Use the free rooms timetable provided, the Seminar Room, the Library, Café Loreto and the work areas of the Long Room Common Room.

Paid Employment

Some students take on paid employment as well as their studies. In these circumstances we strongly advise that this should **not be more than 8 hours** per week. If students are working more than this, then it will have a negative impact upon their studies and final A Level grades.

ICT Provision

Information Technology facilities within the computer network at Loreto include the five fully equipped rooms: 27, 40, 92, 93, and the Library. Computers exclusively for Sixth Form students are also available in the main Common Room. Software available on the network includes MS Office and a wide variety of other packages.

Loreto Grammar School has cloud technology, allowing remote access to our servers so students can access their school files from home.

Each Sixth Form student also has a Loreto email account and is required to read and sign the acceptable usage policy that goes with this.

A filtered Internet service is provided. Students who agree to abide by the School's Internet Policy will have access to this service.

Bring Your Own Device (BYOD)

Students have permission to use their own portable computing devices in school to use during their personal study time. These devices should be up to date with a current OS from the manufacturer. If the device is not up to date it may not meet the minimum security requirements of our BYOD wireless.

To join the LoretoBYOD wireless network, students should select LoretoBYOD as the wireless they wish to join, then enter the password "Loretobyod", all lower case – all one word and without the quotations. They should get a pop up in the browser asking them to log in. For this they will use their school account, for example ASmith22 and their school login password.

This wifi provides access to the internet with the same restrictions as when students are logged into a school computer. They will then be able to access email and OneDrive documents, as well as having internet access to websites which meet the approved categories.

It is important to note that students are responsible for the care of their devices and advised to check their or their parents' insurance policies before bringing laptops into school. The school takes no responsibility for any damage or loss of students' personal computers.

Students **are not** permitted to use chargers in school for their devices and are advised to bring them in fully charged. If found, charger leads will be confiscated, and the student risks losing her BYOD privileges and risk a sanction.

Students are not permitted to use VPNs for security and safeguarding purposes. This is screened regularly, and any student found using these will lose their BYOD privileges.

Students are asked to show consideration for other uses of the system by:-

- Leaving ICT areas tidy after use
- Not eating or drinking in ICT areas.

The School's Internet arrangement is distributed to Year 12 students and all students and parents/carers are asked to sign their agreement at the start of term.

Library Facilities

The Library is open from 8.30am to 4.30pm Monday to Thursday and 8.30am to 4.00pm on Friday. The Sixth Form are welcome in the Library at any time – before and after school, break, lunchtimes and of course during their study periods.

The Library has an extensive range of resources (books, journals, DVDs) to assist with chosen areas of study. Your daughter may borrow up to ten books for a period of six weeks with an option to renew if there is no waiting list for reserving the books. Reference books may be borrowed by special arrangement with the Librarian. A biometric (fingerprint) system is in place to borrow items – she will need to see the Librarian to activate her membership.

It is essential that she has any resources stamped out or signs them out before borrowing in order to ensure all students have fair and equal access to the resources available for their course.

The Library holdings are electronically catalogued using the Oliver system. If your daughter requires help with the system, she can ask the Librarian who will be pleased to help. There are shelf guides at the end of each book press, which should help her find the section she needs.

Please note the rules for using the Library area: it is a quiet study area, where normal rules apply. Students are asked to treat the stock and other users with respect and to return books at the appropriate time.

There are computers and laptops in the Library area with full access to the school network and the Internet. The rules governing the use of the computers are the same as those applying in the IT Department.

As members of the Sixth Form your daughter is encouraged to join the John Rylands Library at Manchester University. She can see the Librarian for more details and a membership form.

Above all the Library and the Librarian are there to help her with her studies. She is encouraged to use all the facilities and if she cannot find what she needs – she just needs to ASK!! Anyone may recommend additions to the Library and any offers of help from your daughter are gratefully received!!

Reporting and Assessments

Each Sixth Form the school receives an Interim Report and a full written Report in the course of the year. These dates are published in the Student Handbook and can be found on page 23. Copies of these reports are also sent directly to parents/carers. Form Tutors will discuss reports on an individual basis with students as part of the Tutorial Time Programme.

Parents' Evenings for Years 12 & 13 are held separately in the Autumn Term, with Year 12 and Year 13 having an additional parents' evening in the Spring Term (instead of a full written report). Parents are given written notification of these via a letter from the Director of Sixth Form and students and parents are invited to make specific appointments.

Progress Checks for Year 12 take place in October and December and students will receive marks for effort and progress in each of their subjects. Target-Setting and Review sessions are held four times in Year 12 with students' tutors. In these sessions, tutors will discuss progress checks and examination results with students and help them to form an action plan in response.

Parents may well be asked to make consultative appointments in the course of the year to discuss pastoral and/or academic issues which may arise and decide upon a course of action.

Review and Target Setting

At the beginning of the year students will receive 'ALIS grades' which are created by a system developed by the University of Durham to help students to understand the progress they will make across Years 12 and 13. This system uses students GCSE grades to give an analysis of the grades achieved by students with the same GCSE profile taking your daughter's chosen A Levels. They will show the grade most likely to be achieved, but it will also give the spread of grades achieved (A-E). This should be used as a guide and the aim should be to at least match, if not surpass, this grade.

The progress reports will show whether teachers think students are working at the expected level of progress (E) or below this (B). Teachers will take action to support all students who are identified as working below the expected level of progress. This will include direct advice as to the approach that should be taken and could include mentoring or direction to subject drop-in sessions run at lunchtime.

On reports at the end of the year students will also see that they will have an 'expected' -Level grade. This is based on the teachers' professional judgements about what, given current rate of progress, they will achieve.

For UCAS, the school will give a 'UCAS grade'. This is not the same as your ALIS or expected grades. You will receive your UCAS grades following the End of Year 2 Exams in June.

- Students will be awarded their UCAS predicted grades using the following rule:
Either their ALIS Target Grade or their End of Year 12 (EOY) Grade +1, whichever is higher
(Exceptions: If a student gains a grade A in the EOY, +1 will **not** be added but reviewed by the department to decide if the A becomes an A*. A* grades are awarded through the teacher's professional judgement. If a student gains an A* in their EOY they will be given a UCAS prediction of a grade A*. If a student's ALIS prediction is an A* this will only be awarded if the department's professional judgement concurs)

Progression to Year 13

It is expected that nearly all students who begin in Year 12 will continue and complete their A Levels in Year 13. This is dependent upon the following criteria, but it should be noted that each individual's circumstances will be taken into consideration whenever a decision is made, with parents/carers and students fully informed:

Year 13 Entry of Examination and UCAS References: Students will be entered for their final A Level qualifications for the course they have completed successfully. The school, however, retains the right to withdraw entries where students do not meet the required expectations of behaviour at the time of transition to life beyond Loreto. We expect all students to uphold the values of the school at all times. We also retain the right to amend or refuse reference requests if behaviour is below the expected standard.

Attendance

A student may have a progression review meeting should the attendance record slip to 90% or less by the end of June in Year 12, without suitable explanation.

Punctuality

It is an expectation that students are on time for school and lessons. Should there be ten or more times during the year when they are late, a review of their place will be required.

Conduct

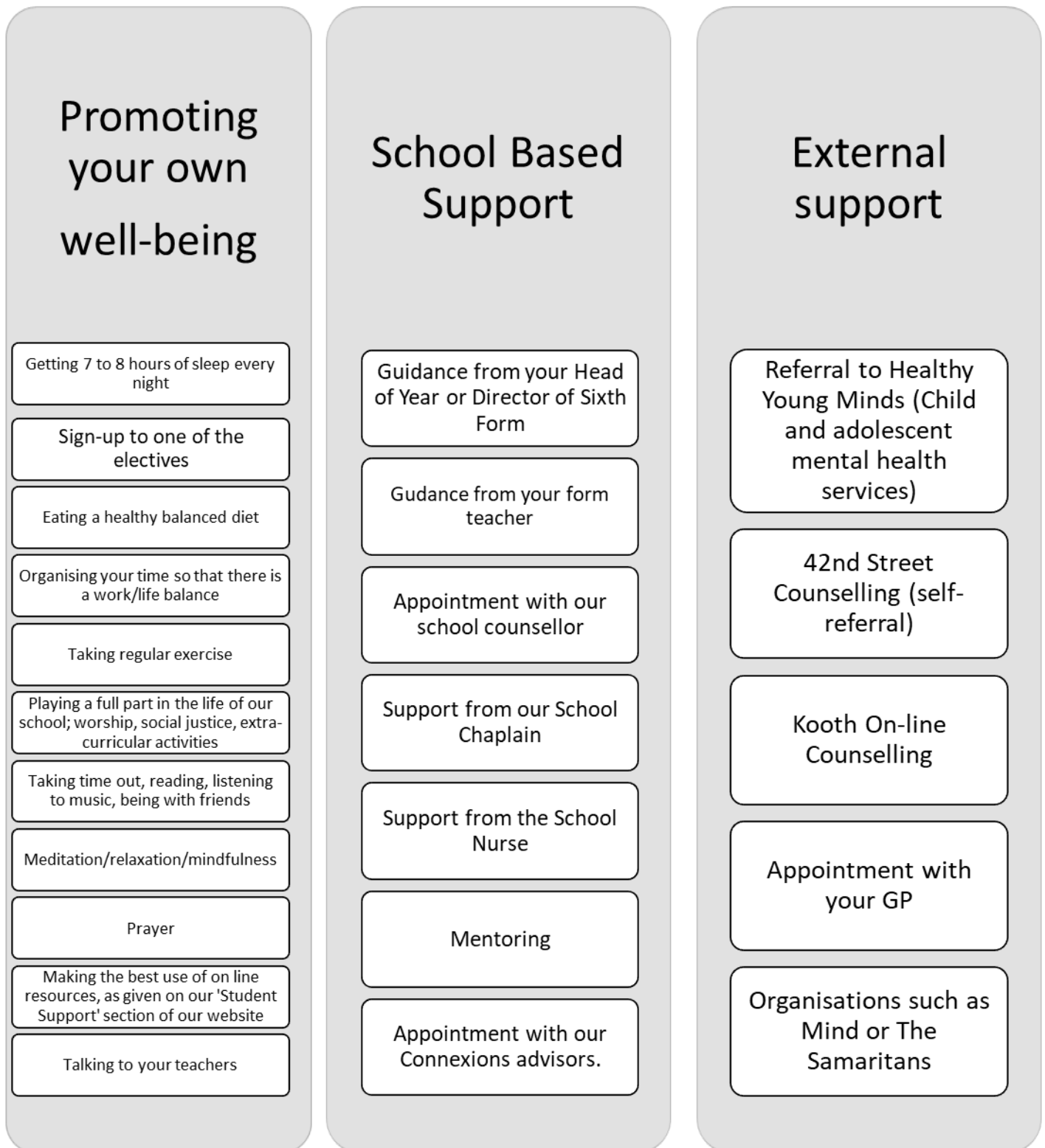
We expect all students to meet our very high standards of conduct and behaviour. Should these standards not be met then a student may be denied entry into Year 13. Students and parents/carers will be informed immediately your conduct falls below our expectations.

Attainment

At Loreto Grammar School we are always aware of the importance of ensuring that the curriculum choices made by students are right for them. In the light of this, a student may be called for a progression review meeting if they achieve a grade E or grade U in one, or more than one of their subjects in the end of Year assessments in Year 12. This is to ensure that continuing with their current A Levels, given the increased challenge of Year 13, is the right course of action for them.

PASTORAL SUPPORT

As a Loreto student your daughter will be part of our community. It is mutually supportive, hard-working and sincere. The health and well-being of all of our students lie at the heart of everything we do. There are extensive structures in place to support people when they face challenges in their lives, be they academic or personal; these are shown in the diagram below:



Careers Guidance

At Loreto we offer:

- Very experienced advice from specialist teachers
- Close liaison with The Connexions Service. Computer careers guidance is available and there are interviews with Careers Officers.
- Careers Networking Event held every June, where over 100 professionals attend and are part of 5 Career Huddles. Students have the opportunity to research the companies and individuals attending before the event in order to make full use of the two hour event.
- Lunchtime talks from visiting speakers, videos, and visits to Open Days and careers events.
- Carousel of guest speakers available during form periods throughout the year.
- Practice interview technique
- Workshop led by Greater Manchester Learning Provider Network to help support applications for Higher Level Apprenticeships.
- In house workshops delivered by external organisations as and when they become available.
- School website Careers sections with useful links to resources and opportunities, updated regularly.
- Medic Mentors group led by Medic Mentor Ambassadors.
- An after-results service providing help in finding Higher Education places or other alternatives
- Weekly Careers update in the bulletin.

University Applications

Parents and Students will be introduced to the application process in February of Year 12 at our UCAS evening. A guest from a regional university will be invited to speak about application issues, and every student will receive a Loreto Student Guide to UCAS handbook.

In the Summer Term of Year 12, Students will have time allocated off-timetable for guided sessions on preparation for life after Loreto; including university & job applications, financial management and independent living.

The Tutor Time programme during from this period, up to October Half Term of Year 13 will be devoted to UCAS support from tutors to individual students.

In the February of Year 13, the “Are we ready?” Evening will cover students finance and replying to offers.

Oxbridge

In 2024, 3 students from Loreto Grammar School have been accepted to read for undergraduate degrees at the Universities of Oxford and Cambridge. The students are encouraged to apply in the Lower Sixth based upon their performance at GCSE and the excellence of their A Level work. Some typical qualities of an Oxbridge candidate are:

- A passion for her chosen subject
- An ability to think independently
- Enthusiasm for complex and challenging ideas

More specifically, the colleges are looking to assess:

- The appropriateness of a student’s chosen course
- Vocational commitment, where appropriate (e.g. Medicine)

- Motivation, commitment and organisation
- Ability to think critically and analytically
- Intellectual flexibility specifically:
 - a) The ability to pick up new ideas quickly
 - b) The ability to apply existing knowledge to new situations

The school offers a range of guidance and preparation for pupils which ranges from advice on general matters pertaining to application:

- subject selection
- the differences between the two institutions
- the collegiate system
- college choice
- UCAS personal statements

To more specific help tailored to a girl's individual requirements:

- Extra tuition and practice for aptitude/thinking skills papers with subject specialists on the staff
- Entrance for essay-writing competitions
- Enrolment on subject-specific enrichment courses during term and vacations
- Practice interviews which recreate the atmosphere and intellectual rigour of an Oxbridge interview
- Visits to Oxbridge Student Conferences which provide the girls with the opportunity to gain some insight into the admissions procedures and the academic requirements of their course
- Residential visits to Open Days in Oxford and Cambridge where pupils can speak directly with Admissions Tutors and current undergraduates and experience something of the unique lifestyle of the two universities.
- Visits from Loreto alumnae studying in Oxford and Cambridge who can provide the current cohort with advice and guidance from direct experience.

Competition for places is fierce but we hope that we can provide the students with the support and advice which will give them the greatest chance of making a successful application.

Other Early Applicants

Other degrees also require students to make an early application, such as Medicine, Dentistry and Veterinary Science. Students applying for these course have access to support from Dr Schofield in preparation for their application, in addition we run a series of practice interviews, including multi-minis, to give each candidate the best possible chance of success. Early application to these courses is underpinned by diligence in study and a willingness to undertake work experience. If a student is struggling with this element we would always encourage them to speak to a member of the team.

A Final Note on University/Apprenticeship Application

It is important to note that every student, regardless of destination, will receive personal support in their application, which will include help with support with the personal statement and interview practice, if it is necessary.

Each student will receive a reference from the school. Please note that we are unable to share with you the reference provided by the school to UCAS or an employer. This is due to the fact that references are covered by the UK GDPR Exemption provisions.

Counselling Service

Sixth Form students may well wish to take advantage of the services of our professional counsellor, who is available by appointment. Additionally, we have a lay chaplain. Both provide a safe, sensitive and confidential service to Sixth Form students who feel the need to discuss difficulties they are experiencing.

Bullying

This is an issue which is taken very seriously in this school. Loreto promotes a positive and respectful attitude amongst the whole school community. Students are encouraged to report any incidents of bullying at once to a member of staff so that we can investigate quickly and act supportively. We look to our Sixth Form to support us in promoting good relations within our community, and to set an example to the Lower School girls. **Further information on reporting bullying are found in every student planner.**

Finance

Students in need of financial support in the Sixth Form can apply for a 16-19 Bursary. Please see details on page 25.

Chaplaincy and Faith - Loreto Grammar School Chaplain

Here at Loreto our faith underpins and permeates all that we do. The Chapel is at the heart of the school and our sense of education embraces heart, mind and spirit. Developing our students' faith is a crucial element in our curriculum. They are strongly encouraged to come along to our Thursday lunchtime Mass or Word and Communion Service.

Whole school Masses take place at the beginning of the school year, at Christmas, Easter and at the end of year. There are Lent and Advent services which our students attend with their form tutor, allowing them to reflect on the Liturgical cycle of the Church and season.

Developing their faith by engaging in active service is very much encouraged and celebrated. Opportunities include being Form Chaplaincy Rep, Charity Rep, being part of the Impact group and helping with the Edmund Rice Camp.

Extra Curricular Activities

A very wide range of extra curricular activities is available to students. We would encourage students to participate in at least two of these as they are invaluable in developing confidence, involvement and interpersonal skills with younger students, peers and staff. Involvement demonstrates an ability to manage time and a wish to become a more broadly developed student. All extra-curricular activity can be cited in university/post-18 references. More importantly, we offer these opportunities because we believe that Sixth Formers have a vital role to play in the life of Loreto.

Roles of Responsibility

We very much look to the Sixth Form Students to take leadership roles within the school. A committee is elected jointly by staff and students. It consists of the following:

Head Girl Team 2026

Responsibility	Student Leader	Mentor
Head Girl	Shauna Tarpey	Mr Newman
Deputy Head Girls	Sinead Gregory, Zara Kapoor and Grace Moore	
Year 7	Jessica Wade, Ellie Jaber	Year Co
Year 8	Katie Gwyer, Niamh O'Malley	
Year 9	Adara Grace, Hema Morrison	
Year 10	Maggie O'Connor, Renee Banda	
Year 11	Alys Price-Jones, Eleanor Rourke-Threlfall	
Sustainability Group	Celine Colaco and Abbigail Davies	Ms Gill
External Ambassadors	Nana Aba Arhin, Joey Cheng, Regina Gotiam, Eimaan Jaleel, Allie Ko, Kay Lam, Peirina Loponi, Charmmy Lui, Cloe Padovani, Scarlett Wun, Jamie Yiu	Year 12 / 13 Year Co
Model UN	Oludara Abidoye, Sophia Campbell, Sophia Khandamirian	Mr Martin
Law	Chidubem Oragui, Ella Starczewska	Mrs Cowgill
Medics and Dentists	Luna Medina Connolly (President) Christelle Bitar, Jamie Yiu (Vice Presidents)	Dr Schofield
Reading Ambassador	Rose Armstrong	Mr Sykes
Eucharistic Ministers		Lay Chaplain
Teen Tech	Olivia Stanley, Natasha Baker	Ms Day
Neurodiversity Ambassadors	Cerys Jones, Elizabeth Stansfield	Mrs Harrington
Spanish Club	Jessica Hotchin, Isabella Pearson	Mrs McWatt
Internationality (World Club)	Molly Kilburn	TBC
Debating Society	Alice Somerford, Maia Southward	TBC
Coding Club	Lucy Ashby	Mr Hughes and Mrs Allott
Finance Society	Isabel Chung, Nayana Joseph	TBC
Science Club	Omotola Oladosu (President) Daisy Clark Sophie Popplewell (Vice Presidents)	TBC

Additionally, we have an elected Subject Area Representative for each of the subjects offered in Sixth Form and we look to Year 12 & 13 to take a lead role in the School Council. Each Form in KS3 has 2 Sixth Form Prefects and we ask Year 12 to organize a Year 7 Party, and to assist at our Entrance Examination Day as well as Taster Day for Year 6 students in June. A key event which involves all Year 12 students is the Appeal Programme which focuses largely on the Summer Appeal in July.

Enrichment/Wednesday Afternoon

Sixth Form students in Year 12 have two periods per week for Enrichment activities. This offers students a chance to participate in a range of activities to complement or contrast with their studies and will give an opportunity to build personal confidence and a discovery of talents and interests.

In previous years, we have offered a wide range of enrichment options such as the EPQ, Core Maths, Yoga, Cookery, Spanish, the Arts Award, the school newspaper, and the Loreto Leadership Award on Wednesday afternoons. **It will be compulsory to take one option throughout Year 12.**

Year 13 students may leave school after lunchtime on enrichment afternoon, if there are no academic concerns. Enrichment time is given to study time in Year 13 as students enter this crucial stage.

Work Experience at Loreto Grammar School Sixth Form

The design of the curriculum, whilst conforming to statutory requirements, is centred on the development of the whole person as a member of the human community. The curriculum drives aspirations, it takes students to places they did not know they could reach and it is central to our desire to enable our students to meet with confidence the challenges of a changing world.

Loreto Schools in England. Vision, Values and Philosophy

Please see below the section from our student handbook that explains the process for work experience this year.

It is an expectation that all students at Loreto Grammar School Sixth Form will have some work experience during their two-year programme. As you prepare to start Sixth Form, consider the options below and, if you already have a strong idea about what work experience you would benefit from, use your time over the summer to make enquiries and arrangements.

WOW Week Work Experience (WEX)

It is the expectation that all students will complete a 3 day work experience placement from Weds-Friday during WOW week. This is a self placement, so all preparations should begin early.

Students will secure a placement and record the employers details using Unifrog before the Christmas holiday. Then employers and parents need to complete their sections using the links sent via Unifrog.

Weekly Placements

In addition, some students may wish to complete weekly placements around their current studies. This is a flexible arrangement but still requires the paperwork to be completed and signed off by Mr Newman. Students can arrange a regular placement in any timetabled slot where they do not have lessons and provided it means they do not miss any lessons (including Aletheia and Tutor Periods).

Work Experience forms can be collected from the Sixth Form Administrator by emailing sixthform@loretogrammar.co.uk.

WORK EXPERIENCE PROCEDURE

Application

- Read the section of work experience in the student and parent handbook
- Complete employer details on Unifrog
- Employer to complete their section including ELI (Liability Insurance)
Parents to consent using the Unifrog link emailed to them

Approval

- Teacher check of forms
- Visit to placements where there is increased risk, e.g. factory or where risk assessment indicates this is necessary
- Student briefing, including briefing/information sheet

Monitoring

- Employer questionnaire
- Visit/phone call, if necessary

Evaluation

- Student to be completed via Unifrog

ROUTINES

Daily Timetable

This is as follows:

Registration & Prayer	8.45am	-	8.55am
Period 1	8.55am	-	9.45am
Period 2	9.50am	-	10.40am
Break	10.40am	-	10.55am
Period 3	10.55am	-	11.45am
Period 4	11.50am	-	12.40pm
Lunch	12.40pm	-	1.40pm
Form Time / Assembly	1.40pm	-	2.00pm
Period 5	2.00pm	-	2.50pm
Period 6	2.55pm	-	3.45pm
Dismissal	3.45pm		

Please note that the school operates on a two-week cycle for teaching.

Attendance and Absence

These issues are taken very seriously at Loreto. If your daughter is not in a lesson she cannot learn. We encourage a positive attitude to attendance as a means of preparing the student for life after school. We point out to you also that comments on attendance form part of the reference that school provides for universities and prospective employers. We ask you therefore to note the following:

- Students are expected to be in school on all term days and are expected to attend on Speech Night and Sports Day.
- Medical and dental appointments should be made outside school hours wherever possible.
- Specialist or hospital appointments require letters confirming the appointment to be shown in advance to our attendance officer if they fall within school hours.
- It is not expected that Sixth Formers will request leave of absence for holidays during term-time. The heavy schedule of AS and A2 courses means that any student who does take holiday leave is at a considerable disadvantage.
- If a student is absent from school, parents/carers should ring on the first day of absence before 9.30am, and the student should bring a note confirming the dates of absence and the reasons for it to her Form Tutor on her return.
- Attendance figures are noted on the Reports issued to students and parents/carers. (See Page 9: Reporting and Assessment.) Additionally, parents/carers of girls whose attendance is deemed unsatisfactory will be informed individually.

University Visits

Students may take up to two days off school during Year 12 and two offer visit days in Year 13 to visit universities. To request permission, she must fill in a University Visit Request Form, available at Student Services. This requires signatures from all the teachers teaching her that day, as well as a Parent/Carer, Form Tutor and Year Co-ordinator. The Attendance Officer keeps a record of each student's university visits.

Driving Lessons

Where a student wishes to pursue driving lessons during the school day, these can be arranged during lunchtimes. Where a student has a study period for Period 4, students are permitted to sign out 20 minutes early at 12:20pm for their lunch to undertake their driving lesson and should be back on site no later than 1:35pm in time for PM registration. Students should share with the Attendance Officer their driving lessons schedule so that we can ensure we are aware of this arrangement.

Illness in School

If an illness or injury is serious, first aid must be sought via Student Services.

Students in the Sixth Form are not expected to request absence due to relatively minor ailments. If a student is too ill to finish the school day, she should seek permission from her Year Co-ordinator or Director of Sixth Form to go home, otherwise a student must return to their lessons. If permission is granted, arrangements will then be made through Student Services.

Students each have a pass card, which must be used every time they enter and exit the school premises. This gives us an accurate list of who is on site and when. It is essential for fire regulations that this is done and a repeated failure to do so could lead to a loss of sixth form privileges.

The Attendance Officer produces weekly updates for Form Tutors. It is the student's responsibility to ensure that she has a good attendance record with no late marks and any absences are explained and authorised.

It is the tutor's responsibility to assist students in maintaining a good record by monitoring the weekly attendance report and, where necessary, reminding students of correct procedures and helping them address problems relating to attendance.

Common Room Facilities

The Common Rooms are for the Sixth Form and no other students. Stereos must not be used at these times. A Stewardship rota is in place.

Café Loreto

Café Loreto is open to staff and Sixth Formers every day from 8.30am – 2.00pm. Students are welcome to use this area to eat and chat throughout the school day. Café Loreto is not a place for silent work, but students are asked to be considerate of others and avoid making unnecessary or loud noise whilst others are studying. Students are free to listen to music using earphones, as long as they can do so without disturbing others. Similarly, the use of mobile phones for phone calls/messages is permitted if it does not disturb others. Students are reminded that the new build is a professional workplace so use of camera phones is not appropriate.

Mobile Phones

Sixth Form students must be aware that we expect them to set a good example to younger students in terms of the sensible and responsible use of mobile phones. All mobiles must be switched off during lessons, in the Library, assembly and other formal occasions such as Induction Sessions and talks given by external speakers. Students may use their mobiles in the Common Rooms, but they must not be used in public areas as the school corridors, Dining Hall or Crush Hall.

Use of Cars

Students must not use their cars during the school day. Students are reminded that because of limited space, the staff car park is not available to them for parking, nor can it to be used as a collection/drop off point. Students are asked to park outside school on Hartley Road, on the road adjacent to the school buildings. They must ensure that they park legally and show consideration to residents. If, in exceptional circumstances, they have to be brought into school late or collected from school early they may be dropped off or met at Reception.

Lockers

Every student will be given a locker, each locker will have a hasp and students must provide their own padlock. If you need to gain access into the locker and don't have a key or combination lock then a member of the Caretaking team can cut off the lock. It is then your responsibility to provide a new lock.

Dress Code

In Sixth Form, students are expected to dress smartly and suitably and always comply with the agreed Dress Code. We look to them to set an example to the students lower down the school.

The Essential Look		
The Suit	The Top	The Shoes
Dark navy, grey or black plain or pinstriped suit as follows: • Single breasted jacket (students should arrive and depart in their jacket to each part of their day) • Tailored trousers fitted to the waist. A tailored skirt may be worn in place of trousers assuming that it is of suitable length for a professional workplace. Dropped waist / hipsters trousers are not permissible.	Plain white short or long-sleeved shirt of student's own choice. Please note, shirt must have a collar and front buttons. If a shirt is worn outside of the trouser or skirt it must be fitted and not fall below the jacket. T shirts / pull-on tops are not permissible. It is not acceptable for midriffs to be on show.	Any suitable low-heeled navy or black shoe or smart ankle boot. Casual shoes of any description are not permissible, including Vans or Converse pumps.
Extras		
Second Layers • An optional dark navy / black / grey jumper (not a sweatshirt or hoodie) or cardigan for winter wear under jackets. • Please note that cardigans and jumpers are not acceptable alternatives to the suit jacket. • Any dark outdoor coat/ jacket/scarves/gloves/hats are permitted; however, they should be removed and stored between 8:45am until 3:45pm and should not be worn in lessons, study periods, assemblies or religious events. Hair and Jewellery • Hair must be neat and neutral. Extreme hair styles and colours are not allowed. • Large items/copious amounts of jewellery are not permissible. A cross and chain or simple chain may be worn at the neck. A simple chain bracelet or bangle may be worn. Students are required to restrict themselves to one pair of earrings (hoop and drop earrings are not		

permissible on the grounds of health and safety). Visible body piercings will need to be removed.

Please note that Loreto Grammar School reserves the right to change the code of dress at our discretion and that all decisions about what is and is not acceptable remain with the school.

Please adhere to these guidelines. We don't want to send you home, but we will if you are inappropriately dressed!

SIXTH FORM TERM DATES 2026-27

Tuesday, 1st September	School closed to students	Staff INSET Day
Wednesday, 2nd September - 9.30am - 12.30pm	Induction for Year 12 students	
Thursday, 3rd September	School begins for all students	
Tuesday, 15th September	Students finish at 12.30pm	Speech Night
Wednesday, 16th September	School closed to students	Staff INSET Day
Friday, 18th September	School closed to students	Staff INSET Day
Thursday, 1st October	Parents' Evening for current Year 13	In school
Thursday, 15th October	Sixth Form Open Evening	
Friday, 23rd October	School closes for half-term	
Monday, 2nd November	School re-opens	
Thursday, 26th November	School closed to students	Staff INSET Day
Friday, 27th November	School closed	
Thursday, 3rd December	Parents' Evening for current Year 12	In school
Friday, 18th December	School closes for Christmas	
CHRISTMAS		
Monday, 4th January	School re-opens	
Friday, 12th February	School closes for half-term	
Monday, 22nd February	School re-opens	
Thursday, 11th March	Parents' Evening for current Year 13	Online
Thursday, 25th March	School closes for Easter	
EASTER		
Monday, 12th April	School closed to students	Staff INSET Day
Tuesday, 13th April	School re-opens	
Monday, 3rd May	School closed	Bank Holiday
Thursday, 13th May	Parents' Evening for current Year 12	Online
Friday, 28th May	School closes for half-term	
Monday, 7th June	School re-opens	
Wednesday, 21st July	School closes for Summer	

KEY REPORTING TIME AND TERMS TO UNDERSTAND

There are several points during the year when teachers will formally feedback on progress, either through reports or progress grades. The key reporting times can be found below.

Key Data dates for the Diary 2026-27

Month	Year 12	Year 13
Sept		
Oct		Parents' evening – 01/10/26
Nov	<u>Interim report – W/c 9/11/26:</u> ALIS grade Progress (E/B) ATL (1-3) Concern/Action (if B for progress or 3 for ATL)	<u>Interim report – W/c 16/11/26</u> Current grade Expected A Level grade Progress (E/B) ATL (1-3) Concern/Action (if B for progress or 3 for ATL)
Dec	Parents' Evening – 10/12/26	
Jan	<u>Interim report – W/c 25/01/27</u> ALIS grade Progress (E/B) ATL (1-3) Concern/Action (if B for progress or 3 for ATL)	Mock examinations: 18/01/27 – 27/01/27
Feb		<u>Interim report – W/c 15/02/27</u> Examination grade Expected A Level grade Progress (E/B) ATL (1-3) Concern/Action (if B for progress or 3 for ATL)
Mar		Parents' evening online – 11/03/27
Apr		
May	Parents' evening online – 13/05/27	
June	Examinations: 21/06/27 – 29/06/27	
July	<u>Data sheet – 08/07/27</u> ALIS grade Examination grade Expected A level grade UCAS grade	

Understanding the Language of Reports

At the beginning of the year, each student will receive an 'ALIS grade' which are created by a system developed by the University of Durham to help students to understand the progress they will make across Years 12 and 13. This system uses their GCSE grades to give an analysis of the grades achieved by students with the same GCSE profile taking their chosen A Levels. They will show the grade most likely to be

achieved, but it will also give the spread of grades achieved (A-E). This should be used as a guide and their aim should be to at least match, if not surpass, this grade.

The progress reports will show whether teachers think they're working at:

E: the expected level of progress (E) or

B: below this

If they are working below their expected progress level, it is essential they speak with their teachers to understand what action needs to be taken.

On the reports at the end of the year you will also see that the students will have an 'expected' A-Level grade. This is based on their teachers' professional judgements about what, given their current rate of progress, they will achieve.

For UCAS, the school will give a 'UCAS grade'. This is not the same as their ALIS or expected grades. They will receive their UCAS grades following the End of Year 2 Exams in June.

- Students will be awarded their UCAS predicted grades using the following rule:

Either their ALIS Target Grade or their End of Year 12 Grade +1, whichever is higher.

Exceptions: The A will be awarded at the teachers discretion (i.e. If a student gains a grade A in the EOY, +1 will **not** be automatically added but reviewed. If the ALIS prediction is an A* this will only be awarded if the department's professional judgement concurs). If there is a large discrepancy between EOY and ALIS, the school may need to adopt a broader approach.*

If a student gains an A in their EOY they will be given a UCAS prediction of a grade A**

SIXTH FORM EXTRA CURRICULAR ACTIVITIES

Please see a sample of the clubs which have ran previously in the Sixth Form. All students should be involved with at least one extracurricular club or society.

Model United Nations
Sixth Form Charity Appeal
Peer Mentoring and Academic Mentoring
Senior SVP
Chaplaincy Group
Fair Trade Enterprise
Eucharistic ministry
Voluntary work in India
Orchestra
Wind Band
Percussion Ensemble
Guitar Group
Flute Groups
Senior String Club
Senior Cantamus
Senior Young Musician Competition

Individual Tuition in 13 different instruments and in singing
School production
Instrumental Performance Evenings
Maths Challenge
Theatre Visits locally and nationally
European Day of Languages
Chemistry and Physics Olympiads
UK Maths Challenge
Politics Visit to the House of Commons
Visits to MMU Degree Show & South Trafford College
Design & Technology/Textiles visit to Birmingham Clothes Show
Specially arranged Open Days to a range of Universities

In addition, Years 12 & 13 have the opportunity to play a key role in organising and running the following lower school activities:

Year 7 Cantamus
Maths Club
Junior Inter-form Debate
Senior Inter-form Debate
Drama Clubs: Year 7, 8 & 9
French Club
Junior Geography and Geology Club
Year 7 & 8 Art Club

Some of the above have been introduced on the initiative of the students. We very much welcome student suggestions for further enrichment opportunities.

The 16-19 Bursary

We are aware that your student finances are very important to you. There are several ways that you can receive financial support whilst in Sixth Form.

The 16-19 Bursary

What is the 16-19 Bursary Fund?

Loreto Grammar School receives funding every academic year to provide financial support to help students in sixth form overcome specific financial barriers to participation they may face so that they can remain in education. This statement sets how the fund is used.

Loreto Grammar School comply with the 16 to 19 Bursary Fund Guide updated by the Government every academic year, details for 2026-27 can be found [here](#).

There are two types of Bursary funding available to eligible students and the school is responsible for handling both. Conditions for payment include an acceptable attendance, progress and behavioural record in accordance with the Loreto Home/School agreement.

1. Vulnerable Bursary

Students who are in care, care leavers, in direct receipt of Income Support/Universal Credit or in receipt of Disability Living Allowance/Personal Independence Payments in their own right will be eligible to receive an annual bursary of up to £1,200 per year. Loreto will carry out a financial needs assessment to confirm actual financial need and amount of support required – no student will automatically receive £1,200 and there is a possibility of no award or a limited award.

2. Discretionary Bursary – Level 1

Discretionary bursaries are to help students with the cost of travel (see also details on “Our Pass” below), buy essential books, equipment or specialist clothing, attend university open days/interviews, field trips, and other course related costs. Household income and circumstances (e.g. distance to travel and number of dependent children in the household) are used to assess eligibility and in 2024/25 bursaries were awarded at different levels up to a total household income £35,000.

3. Discretionary Bursary – Level 2

Discretionary one-off payments to enable a student to participate in a specific educational enrichment activity approved by the Headteacher.

Further Information on the [16-19 Bursary](#) can be found on our website.

The application deadline for this year is Wednesday, 23rd September 2026, although in year applications will be considered if financial circumstances change.

Our Pass Students can apply for an “Our Pass” which provides free travel on buses in Greater Manchester for a one-off £10 fee. Please see the link below: <https://ourpass.co.uk/get-our-pass/>